SENIOR HIGH SOCIAL STUDIES

SOCIAL STUDIES 20

and

SOCIAL STUDIES 23

PROGRAM OF STUDIES

IMPLEMENTATION - SEPTEMBER 1989

CURRICULUM DESIGN BRANCH

Alberta
EDUCATION

SENIOR HIGH SCHOOL SOCIAL STUDIES
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SENIOR HIGH SCHOOL SOCIAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Alberta Social Studies Program takes the following factors into account:

The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a variety of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

B. GOAL AND OBJECTIVES OF SOCIAL STUDIES

RESPONSIBLE CITIZENSHIP is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges of, and keep pace with, an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill, and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family, and the community.

In order to understand why people act the way they do, one has to examine the underlying reasons for their actions, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES – To be a responsible citizen, one needs to be well informed about the past as well as the present, and to be prepared for the future by drawing on history and the social sciences disciplines. The knowledge objectives take into account the history of our community, the nature of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological and economic environment.

Knowledge objectives for social studies topics are organized through generalizations and key understandings, concepts, and related facts. A generalization is a rule or principle that shows relationships between two or more concepts. A key understanding is a statement of a major understanding related to the content of the unit. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES – Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components. Skill objectives for social studies are grouped into the following categories:

Process Skills	–	skills that help one acquire, evaluate and use information and ideas
Communication Skills	–	skills that help one express and present information and ideas
Participation Skills	–	skills that help one interact with others

Inquiry Strategies - Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues which need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry". These sections are not intended to be exclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving, decision-making and inquiry process models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, a more flexible approach may be used. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, how). Decision making is a strategy that uses values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. Large issues requiring a policy decision may be addressed through an inquiry strategy similar to the 1981 inquiry process model. (The strategies provided in curriculum documents vary from elementary through secondary levels.)

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEM	A MODEL FOR MAKING DECISIONS	INQUIRY PROCESS MODEL (1981)
- Define a question/problem	- Identify an issue	- Identify and focus on the issue
- Develop questions or hypotheses to guide research	- Identify possible alternatives	- Establish research questions and procedures
- Gather, organize and interpret information	- Devise a plan for research	- Gather and organize data
- Develop a conclusion/ solution	- Gather, organize and interpret information	- Analyze and evaluate data
	- Evaluate the alternatives using collected information	- Synthesize data
	- Make a decision; plan or take action consistent with the decision (if desirable and feasible)	- Resolve the issue
	- Evaluate the action plan and decision-making process	- Apply the decision (or postpone taking action)
		- Evaluate the decision, the process, and (where pertinent) the action

ATTITUDE OBJECTIVES – The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

C. LEARNER EXPECTATIONS

The **specific** learner expectations in Social Studies 20 and 23 are outlined in the topics as specific learner objectives and organized into knowledge, skill and attitude objectives. These objectives will be integrated into appropriate classroom experiences (exercises and activities) for learners. The **required** component comprises 80% of the program and is represented by topics and statements of objectives that follow. The required component contains the knowledge, skills and attitudes that all students should be expected to acquire. The **elective** component should occupy 20% of the program. The elective component provides enrichment and remediation consistent with the content and objectives of the required component and provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students.

The study of **current affairs** adds considerably to the relevance, interest and immediacy of the Alberta Social Studies Program. It is expected that current affairs will be handled as inclusions and extensions of curricular objectives, not as a separate topic isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance, provided a balanced approach that encourages the goals of responsible citizenship is employed and the prescribed objectives of the course are met.

Evaluation, within the Alberta Social Studies Curriculum, is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, student achievement, and instructional resources. Evaluation is important during all phases of planning and learning. It should begin with diagnosis of student needs, and include consideration of ways that basic resources and support materials can be used to improve learning. Formative evaluation determines how well students are achieving prescribed objectives, and permits the planning of specific learning experiences. Final or summative evaluation should occur at the end of each prescribed topic. Usually, its purpose is to assign a grade and assess the degree of overall success in meeting learning expectations. Evaluation should measure the level of achievement of the student on the learner expectations in the program including knowledge, skill and attitude objectives. Assessment of attitude objectives should not be used as part of the summative evaluation for the calculation of grades. Further information on evaluation is provided in the teacher resource manual.

SOCIAL STUDIES 20
THE GROWTH OF THE GLOBAL PERSPECTIVE

Topic A: Development and Interaction of Nations: Nineteenth Century Europe

DESCRIPTION

The modern world has been influenced by major ideas and forces which have emerged from the nineteenth century European experience. Students will examine nationalism, industrialization, imperialism and international rivalries and their effect on the development and interaction of nations.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

a) identify underlying values which helped shape ideas and influence events in the European experience
b) analyze why certain ideologies developed in the nineteenth century
c) assess the influence of selected events and ideas of the nineteenth century on the twentieth century
d) compare and contrast examples of nationalism from the nineteenth century with the nature and role of nationalism today.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

a) To what extent should governments encourage nationalistic feelings among their people?
b) To what extent should nations place their interests above the interests of other nations?
c) Should governments control the spread of ideologies within their borders?

Questions:

d) Why did revolution occur in France?
e) How did the various segments of a particular society adjust to change?
f) How did industrialization contribute to the rise of nationalism and imperialism?
g) How did the Industrial Revolution contribute to the rise of new ideologies?
h) How did quality of life change as a result of industrialization?
i) Why did World War I occur?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Sample instructional models are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill, and attitude objectives should be integrated for instructional purposes and pursued simultaneously. It is intended that each topic should receive equal emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

KNOWLEDGE OBJECTIVES

The generalization and key understandings, concepts and facts listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts, related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Nationalism		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) the emergence of new ideas and forces resulted in changes within society	revolution	<u>Examine the ideas and forces that contributed to the French Revolution</u>: • intellectual • political • economic • social
	egalitarianism	<u>Changes to French Society</u>: • individual rights • structure of society

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Nationalism (continued)		
b) a new form of nationalism emerged during the French Revolution	nationalism	Examine how this new form of nationalism contributed to the evolution of the modern nation-state
c) the French Revolution led to the spread of revolutionary ideas throughout Europe	liberalism	The Napoleonic Era: • carrying the ideas of the revolution abroad • centralization of the nation-state
d) a conservative reaction to the revolutionary changes of the Napoleonic period occurred	conservatism legitimacy	Congress of Vienna: • conservative reaction • reaction to nationalism
e) nationalism continued as a force of change in European society		Illustrate by reference to one or two examples of successful or unsuccessful nationalistic movements
Theme II: Industrialization and Ideologies		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) industrialization resulted in changes in society	industrialization urbanization	Changes of methods in production: • domestic to factory production • subsistence to surplus production

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Industrialization and Ideologies (continued)		
a) industrialization resulted in changes in society (continued)		<u>A brief examination of the changes brought about by industrialization:</u> • political changes – Fabian Society – rise of Labour parties • social changes – urbanization – impact on the family – role of women – rise of the middle class – rise of the working class – universal education • cultural changes as illustrated through selected examples from at least one of the following areas: – literature – art – music – science – religion
b) many modern political and economic ideas and ideologies developed in nineteenth century Europe	capitalism conservatism liberalism socialism communism	<u>Ideological changes and ideas as advanced by</u>: • Adam Smith • Edmund Burke • John Stuart Mill • Robert Owen • Charles Fourier • Karl Marx • Others (ideas, such as utilitarianism as expounded by Jeremy Bentham, may be examined)

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme III: Imperialism		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) nations engage in imperialism for a variety of reasons	imperialism	<u>Briefly examine the reasons for imperialism:</u> • economic • political • social • cultural • humanitarian • religious
b) nations expanded their empires	colonialism spheres of influence	<u>Examples of European imperialism on a global scale</u> <u>Impact of Imperialism</u>: • on colonies – economic – political • on the mother country – economic – political
c) the expansion of empires by European nations led to cultural diffusion	cultural diffusion	<u>Diffusion of European culture on a global scale</u>
d) competition often occurred among imperialist powers	competition	<u>Effects of competition</u>: • conflict e.g., Fashoda incident Moroccan crisis the Middle East the Balkans • agreements e.g., Berlin Conference Partition of China

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme IV: International Conflict		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) the pursuit of national interests at the expense of other nations may result in international conflict	national interest balance of power militarism alliances	<u>The emergence of new nations may alter the balance of power</u>: • emergence of a unified Germany • emergence of a united Italy may also be examined <u>Examine WWI as an example of international conflict:</u> • background – competing foreign policies – imperial rivalries – Balkan Crises – arms race – nationalistic fervour – alliance system – diplomatic errors
b) there were changes in the nature of warfare and changes in attitudes toward war	conscription world war	• the "Great War" – strategies and objectives of the competing powers – mechanized weapons – Wilson's Fourteen Points – armistice – "the war to end all wars"

SKILL OBJECTIVES

Skills have been organized into process, communication, and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate, and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

a) summarize information from a variety of print and non-print sources
b) distinguish between different points of view
c) make decisions and defend their choice.

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual, and written expression.

Students will develop the ability to:

a) present ideas effectively in class debate
b) convey information and express ideas using timelines, charts and concept maps
c) establish a thesis or take a position and defend it in a well written essay.

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

a) interact effectively with others in a variety of group settings
b) participate in group decision making.

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems, and make decisions using process, communication, and participation skills.

Students will develop the ability to:

a) use creative and critical thinking skills in problem-solving and decision-making strategies
b) consider alternatives, make decisions and substantiate their choices
c) critically examine processes and changes that have affected society
d) use appropriate inquiry models to answer questions, solve problems and resolve issues.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

In this unit, students will be expected to develop:

a) an appreciation of the influence of ideas from the past on society
b) an awareness of different points of view on issues and episodes in the human experience
c) respect for the right of others to hold a different point of view
d) an appreciation of the need to understand the background to events and issues.

SOCIAL STUDIES 20
Topic B: Interdependence in the Global Environment

DESCRIPTION

Economic growth and development have led to increased global interdependence. A responsible world citizen needs to be aware of this interdependence and its effect on quality of life. Students will examine, on a global scale, diversity, development, quality of life and alternative futures. This study will include an understanding of different perspectives on global issues.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

a) analyze examples of global interaction
b) evaluate various perspectives on global questions and issues
c) evaluate the effect of economic development on quality of life
d) present alternative solutions to selected issues.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments, and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

a) Should individuals be concerned about quality of life in other parts of the world?
b) Should developed countries set the standard for quality of life?
c) To what extent should environmental concerns restrict economic development?
d) Should economic growth and development be a primary goal for all nations?
e) To what extent should the world be optimistic about its future?

Questions:

f) What is the relationship between global interdependence and economic development?
g) What constitutes quality of life?
h) What are the consequences of economic development on the environment?
i) How will proposed solutions on a particular issue affect quality of life in the future?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Sample instructional models are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill, and attitude objectives should be integrated for instructional purposes and pursued simultaneously. It is intended that each topic should receive equal emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

KNOWLEDGE OBJECTIVES

The generalization and key understandings, concepts and facts listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts, related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Global Diversity		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) diversity and disparity exist in the modern world	diversity disparity	<u>A brief overview of world geography to illustrate diversity and disparity</u>: • geographic regions • political alignments • economic zones

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Global Diversity (continued)		
b) nations are interdependent	interdependence interaction	To introduce the concept of interdependence of the world, choose examples from: • trade • technology • markets • communications • migration • transportation
c) national interests affect international relationships	national interests	Identify factors that affect international relationships, such as: • competition for markets and resources • ideologies • pressure and prestige • tied aid • defence alliances
Theme II: Economic Development and Interdependence		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) there are factors that affect development	development	Examine how the following factors influence economic development: • geography • capital • resources • technology • culture • markets • politics • decision making – role of tradition – role of new ideas – costs/benefits analysis

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Economic Development and Interdependence (continued)		
b) economic growth and interactions have increased global interdependence	economic independence economic interdependence	Select examples from the following areas to illustrate international interdependence: • food • energy • minerals • manufactured goods • multinational corporations • financial institutions • foreign debt
c) countries approach economic expansion in different ways	economic growth developing nations	Use case studies of economic development to illustrate various approaches: • examples should include successful and unsuccessful approaches
d) development is a complex issue influenced by local and international factors		Identify those factors that contributed to the success or failure in each case study above. Consider how the approaches might work in other situations.
Theme III: Quality of Life		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) quality of life is composed of a variety of factors	quality of life	The definition and measurement of quality of life are based on different factors: • economic – standard of living – basic material needs – industrial development – technological development

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme III: Quality of Life (continued)		• culture – personal views – spiritual beliefs – tradition/change • human rights considerations – basic human rights – individual rights – collective rights
b) quality of life is defined from different perspectives	cultural diversity perspectives	Compare the western emphasis on technological advancement and economic growth with at least one other alternative perspective.
c) quality of life is increasingly affected by environmental issues of global concern	environmentalism	Choose several examples and study their impact on human populations: • deforestation • desertification • pollution – acid rain – oceans – nuclear and oil – waste disposal • irrigation – fresh water – effect on land • atmosphere • greenhouse effect • energy depletion

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme IV: Alternative Futures: Possibilities for Change		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) there are issues of common global concern	equity justice ecological balance	<u>Study at least one issue of global concern in the following areas</u>: • food sources and distribution • resource consumption • energy sources • spread of disease • armed conflict • demographic pressures • distribution of wealth • other
b) solutions to global concerns often require international dialogue	cooperation humanitarianism	<u>Identify opportunities for international dialogue and cooperation</u>: • United Nations' agencies and resolutions • international law • trade agreements • worldwide conferences • non-governmental organizations
c) there are potential solutions to global concerns	change choice sustainable development	<u>Study several examples to illustrate solutions</u>: • education • new food sources • transportation/ communications • alternative energy sources • waste management • medical advances • atmospheric regulations • appropriate technology • other

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate, and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

a) summarize materials after listening to and observing presentations
b) interpret and use information from maps, graphs, charts and tables
c) identify appropriate information and ideas as evidence to support a point of view
d) develop and evaluate proposed solutions.

Communication Skills

Communications skills help one express and present information and ideas. These skills include oral, visual, and written expression.

Students will develop the ability to:

a) present information effectively in a group forum
b) use comparisons and examples in a written presentation
c) convey information by producing illustrations of proposed solutions
d) use quotes and references to provide support for their views (footnotes, bibliographies).

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

a) participate in an informed way in discussions on global issues that affect society
b) resolve differences of opinion by debating reasonably and rationally
c) work effectively with others in a variety of group settings.

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems, and make decisions using process, communication, and participation skills.

Students will develop the ability to:

a) consider alternative perspectives, make decisions, and substantiate their choices regarding global issues
b) examine the processes whereby decisions affecting themselves and global society are made
c) use appropriate inquiry models to answer questions, solve problems and resolve issues about interdependence in the global environment
d) evaluate alternative solutions on global issues.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

In this unit, students will be expected to develop:

a) an appreciation of the diversity that exists in the world
b) an appreciation that different perspectives exist on quality of life
c) an awareness and appreciation of the interdependent nature of the world
d) a willingness to consider a variety of perspectives on global issues and questions.

SOCIAL STUDIES 23
THE GROWTH OF THE GLOBAL PERSPECTIVE

Topic A: The Development of the Modern World

DESCRIPTION

Important changes in European society have helped to shape the modern world. In this unit, students will examine three historical themes in European society: the shift from a local outlook to a more national outlook; the shift from a rural/agrarian way of life to an urban/industrial way of life; and the shift from a hierarchical society to a more equitable society. The object of this study is to provide students with an understanding of the impact new ideas and changes have had and continue to have on society.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

a) analyze the impact on the world of the growth of nationalism in Europe
b) assess the impact of industrialization on Europe
c) analyze the growth of egalitarianism in Europe
d) draw comparisons between changes in Europe and developments in the world today
e) evaluate the impact of nationalism on the world of the future.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments, and other activities that give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

a) To what extent should nationalism be encouraged?
b) Should further industrialization be encouraged?
c) Should society provide for greater social equality?

Questions:

d) How did nationalism develop in Europe?
e) What were some positive and negative consequences of the development of nationalism?
f) Why can industrialization be viewed as a positive or a negative force?
g) How have demands for social equality had an impact on Europe?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Sample instructional models are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill, and attitude objectives should be integrated for instructional purposes and pursued simultaneously. It is intended that each topic should receive equal emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

KNOWLEDGE OBJECTIVES

The generalization and key understandings, concepts and facts listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts, related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Nationalism		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) people lived more localized lives in the past	tradition loyalty	<u>An example of locally focused life</u>: • life in pre-revolutionary Russia or France
b) a sense of national identity came to play a more important role in people's lives	patriotism nation nationalism	<u>French Revolution</u>: • causes • select several illustrations of a new sense of nationalism e.g., National Assembly, symbols (flag/anthem/ holidays), levée en masse, public education <u>Napoleon's utilization of nationalism</u>

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Nationalism (continued)		
c) the rise of nationalism has resulted in conflicting national interests	alliances militarism conflict	Nationalism in the 19th and early 20th centuries: • national unification – Germany • World War I – causes, including national rivalries, economic rivalries, and military rivalries – the nature of the conflict e.g., trench warfare, new weapons
d) nationalism continues to be an important force in the twentieth century	sovereignty self-determination	Select an example to illustrate types of nationalism in today's world: • a group seeking to be recognized as a nation • a nation striving to maintain its independence • a nation acting in its own interest within the international sphere e.g., economically, militarily, or in sports
Theme II: Industrialization		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) European society was agrarian and localized in the past	social hierarchy	An example of a pre-industrial society in England or France

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Industrialization (continued)		
b) industrialization contributed to numerous and extensive changes in European society	industrialization urbanization	<u>The causes of industrialization in England or France</u> <u>The impact of industrialization on:</u> • economic development – expansion of markets – growth of factories • society – urbanization – quality of life – rise of the middle class – rise of the working class • politics – a brief reference to liberalism, conservatism, socialism
c) industrialization affected Europe's relations with the rest of the world	imperialism	<u>Relations between European and other nations</u>: • 19th century imperialism – causes – examples – effects on international relations
d) industrialization continues to be a major force in the twentieth century	technology	<u>Select at least one example of the impact of industrialization on today's world</u>: • effects of new technology e.g., computers, automation • newly industrialized nations e.g., South Korea, Mexico

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme III: Egalitarianism		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) people lived in a more stratified and highly immobile society in the past	privilege	<u>Ancien Régime</u> • pre-revolutionary France
b) equality and the potential for social mobility have increased for the individual	equality mobility	<u>Revolutionary France or nineteenth century England</u>: • social mobility • distribution of wealth • extension of suffrage
c) changes in equality and social mobility have had, and continue to have, an impact on society	egalitarianism	<u>Examine the impact on society (past and present) of several of the following changes</u>: • social programs • education • universal suffrage • role of women • protection of rights

SKILL OBJECTIVES

Skills have been organized into process, communication, and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate, and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

a) interpret written and visual materials
b) summarize written materials
c) analyze data through concept mapping or retrieval charts
d) use maps to gather, analyze, and provide information
e) assess more than one point of view on an issue.

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual, and written expression.

Students will develop the ability to:

a) construct timelines, flowcharts and retrieval charts to display ideas
b) defend a point of view in a multi-paragraph composition
c) prepare a research project with a bibliography
d) present an informed position in a discussion or informal debate.

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

a) contribute to group discussions
b) work effectively with others in a variety of group settings
c) work within group rules and decisions to complete a task
d) organize and plan activities, and help make decisions as a group member.

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems, and make decisions using process, communication, and participation skills.

Students will develop the ability to:

a) evaluate the effect of a particular change on European society in the past
b) examine the impact of one force of change from Europe on the modern world
c) examine a variety of viewpoints before forming an opinion.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

In this topic, the students will be expected to develop:

a) an appreciation that present society has been shaped by past experiences
b) an appreciation that change in society is accompanied by positive and negative consequences
c) an appreciation that alternative viewpoints exist toward developments that have changed our society
d) an appreciation of the role of new ideas and developments in a changing society
e) respect for the right of others to hold a different point of view.

SOCIAL STUDIES 23
Topic B: Challenges in the Global Environment

DESCRIPTION

Differing viewpoints on quality of life exist in today's world. In this topic, students will examine how global imbalances, environmental factors, and differing perspectives influence quality of life in an interdependent global community. To improve quality of life, one must consider possible alternatives as well as the impact of these changes. The object of this study is for students to recognize the diversity and interrelatedness of the world in order to participate more effectively as responsible world citizens.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

a) evaluate the diversity and disparity of world regions
b) explain the interdependent nature of the world
c) examine quality of life from their own perspective and from other perspectives
d) evaluate the impact of different approaches to development
e) assess proposed future alternatives to current quality of life.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments, and other activities that give them an opportunity to participate in and develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

a) To what extent should our concept of quality of life be used as a measure of quality of life in other nations?
b) To what extent should the resources of the world be shared?
c) Should we, as individuals, share the responsibility for meeting the social and economic needs of other people?

Questions:

d) What are some perspectives on quality of life?
e) How do political and economic decisions and actions taken in one part of the world have effects on another part of the world?
f) How does the utilization of resources affect the environment?
g) How does the utilization of resources affect global relations?
h) How can individuals or groups play a role in international issues?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Sample instructional models are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill, and attitude objectives should be integrated for instructional purposes and pursued simultaneously. It is intended that each topic should receive equal emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objective should be addressed thoughout the topic. Assessment of attitude objectives should not be used in calculating grades.

KNOWLEDGE OBJECTIVES

The generalization and key understandings, concepts and facts listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives**. The concepts, related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Global Regionalism		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) there is diversity in the economic and social conditions and cultural backgrounds of people in the world	diversity disparity culture	<u>A brief overview of world geography to illustrate diversity in the world</u>: • political units and alignments • geographical regions • economic zones <u>A brief world overview focusing on examples of diversity in:</u> • social conditions (e.g., health, literacy, nutrition, population growth) • economic development (e.g., agriculture, manufacturing)

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Global Regionalism (continued)		
		• cultural backgrounds (e.g., language, religion) • political stability (e.g., civil war)
b) perspectives on quality of life are influenced by various factors within a society	quality of life standard of living value system	<u>A brief comparative study of countries from Africa, Asia, and the Americas to illustrate differing perspectives and factors that influence quality of life</u>: • beliefs and values (e.g., religious, social and material) • social structure • demography • environment • government policies • economic strategies
Theme II: Global Interdependence and Quality of Life		
Students will be expected to understand that:	*Students will be expected to develop an understanding of the following concepts:*	*Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:*
a) quality of life is influenced by the interdependence of peoples and nations	interdependence	<u>Select examples to illustrate global interdependence and its effect on quality of life</u>: • trade • multinational corporations • migration of people • technological exchange • cultural exchange/tourism • communication/transportation • diplomacy (e.g., economic summits) • medical advances • foreign debt

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Global Interdependence and Quality of Life (continued)		
b) environmental situations affect quality of life	environmental deterioration ecological balance resource depletion resource renewal	Select examples of environmental situations focusing on their effects on quality of life: • deforestation/reforestation • desertification/reclamation • environmental pollution/ restoration (e.g., recycling, ozone layer depletion, greenhouse effect) • ecological management (e.g., new crops, irrigation, conservation farming)
c) economic activities affect quality of life	resource distribution cooperation technology	Select examples of economic activities: • foreign investment • trade • resource development • multinational corporations • industrial integration • local economic activities – subsistence agriculture – cooperatives – industries – other activities
d) differing perspectives and approaches may be used to improve quality of life	development	Choose examples of possible strategies that individuals or groups may take to improve quality of life: • changes in government • redistribution of land • foreign aid • foreign investment • nationalization of key institutions/industries • education/training • use of technology • self-help projects and local initiatives • other

SKILL OBJECTIVES

Skills have been organized into process, communication, and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate, and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

a) locate, interpret and organize information from print and non-print sources
b) identify points of view or perspectives from various sources of information
c) predict outcomes of alternative futures based on factual data
d) examine evidence and evaluate alternatives before making a decision.

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual, and written expression.

Students will develop the ability to:

a) write a report based on factual data to support a position
b) present information in forms such as maps, diagrams and charts
c) prepare visuals and notes for delivery of a presentation
d) defend a position in a group discussion.

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

a) contribute information on issues and questions in the classroom
b) work independently as part of a larger group
c) work effectively with others in a variety of group settings.

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems, and make decisions using process, communication, and participation skills.

Students will develop the ability to:

a) consider alternative perspectives, make decisions and defend their choices
b) use appropriate inquiry models to answer questions, solve problems and resolve issues
c) critically examine developments that may affect quality of life
d) evaluate alternative solutions on global issues.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

In this unit, the students will be expected to:

a) appreciate that diversity exists in the world
b) appreciate that there are different perspectives on quality of life
c) appreciate that responsible world citizenship includes recognizing the interdependent nature of the world
d) respect the right of others to hold different viewpoints on global issues
e) appreciate that there are varied approaches to the resolution of global issues
f) develop an interest in current international issues.

D. LEARNING RESOURCES

Social Studies 20

New Basic Resources

Existing basic resources will retain their basic status for at least one year and then be moved to recommended status as more resources become available.

Topic A

Beers, Burton F. World History - Patterns of Civilization. Englewood Cliffs, New Jersey: Prentice Hall, 1988. Student Text - pp. 364 - 583.

New edition for Alberta to be based on ISBN - 0-13-968124-8.

Topic B

Mitchner, E. Alyn and R. Joanne Tuffs. One World. Edmonton: Reidmore Books Inc., 1988. Student Text - 162 pp.

ISBN - 0-919091-62-8.

Molyneux, John and Marilyn MacKenzie. World Prospects - A Contemporary Study (Second Edition). Scarborough: Prentice-Hall Canada Inc., 1987. Student Text - 444 pp.

ISBN - 0-13-967829-8.

Social Studies 23

As this is a new program old resources do not exist. Teachers may wish to draw on existing resources from Social Studies 20 providing they are appropriate for their students. New basic and recommended resources will be added to the list as they become available and are approved.

Topic A

Leinwand, Gerald. The Pageant of World History. Newton, Massachusetts: Allyn & Bacon, Inc./Prentice Hall, 1986. Student Text - pp. 258 - 513.

New edition for Alberta to be based on ISBN - 0-205-08680-2

Topic B

Dunlop, Stewart. Towards Tomorrow: Canada in a Changing World - Geography. Toronto: Harcourt Brace Jovanovich, 1987. Student Text - 282 pp.

ISBN - 0-7747-1256-2

Harshman, Robert and Christine Hannell. World Issues in the Global Community. Toronto: John Wiley and Sons Canada Ltd., 1989. Student Text - 368 pp.

ISBN - 0-471-79692-1

Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2 FAX: 422-3745

May 25, 1989

TO: School Superintendents
Senior High School Principals
Science Teachers

RE: Approved Program of Studies for Science 14 and 24

Alberta Education is pleased to provide the attached courses of study for Science 14 and 24 for implementation in September 1989. Science 14 replaces Science 11 and it differs substantially in presentation and content.

The revisions to the senior high science program focus on the achievement of scientific literacy by all students. To ensure that students become both scientifically literate and socially responsible, the Science 14-24 program combines specific science content and process skills that will enable students to understand the interaction among science, technology and society. The program is activity oriented and students have opportunities to develop and use practical knowledge of scientific principles and processes.

Basic student learning resources have been identified to support the Science 14 and 24 courses. These resources qualify for the Secondary Education Implementation Credit Allocation Grant from the Learning Resources Distributing Centre. The BASIC texts are listed in Section D of the program of studies. The texts may be preordered from the Learning Resources Distributing Centre.

Teacher resource manuals will be sent to every senior high school in the first week of August. Extra copies of these can also be obtained from the Learning Resources Distributing Centre.

I would like to extend my thanks to the many individuals who were involved in the development and validation of this program of studies, and in the selection of basic resources.

Sincerely,

Ron Cammaert
Associate Director
(Senior High)
Curriculum Design Branch

RC/brg
Attachment
cc: Regional Office Directors
Harry Hanley, Learning Resources Distributing Centre
A. A. (Scotty) Day, Curriculum Design Branch